

Building the Foundation for Differentiation

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Six Thinking Hats®



Edward de Bono



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1. Promote focused meetings and communication
2. Improve team work
3. Increase productivity and profits

White hat



facts

data

Information

Who, what, when, where?

What do you want to know?

Red hat



feelings

emotions intuition

Black hat



caution

words of wisdom risks

Yellow hat



benefits value
optimism the good in it

Green hat



creativity
new ideas possibilities
alternatives

Blue hat



thinking
about thinking

process

another viewpoint

Summarizing

metacognition

organizing

concluding

Reflecting about Differentiation

What are your feelings and thoughts about differentiating in the classroom?



What benefits are gained by using a differentiated approach in your class? To you? Your students?



What steps will you take as you move towards a differentiated classroom? What will you do first?, second?



What vocabulary words associated with differentiation? Are there questions you still have regarding this philosophy?



Are there any problems you see in regards to differentiation?

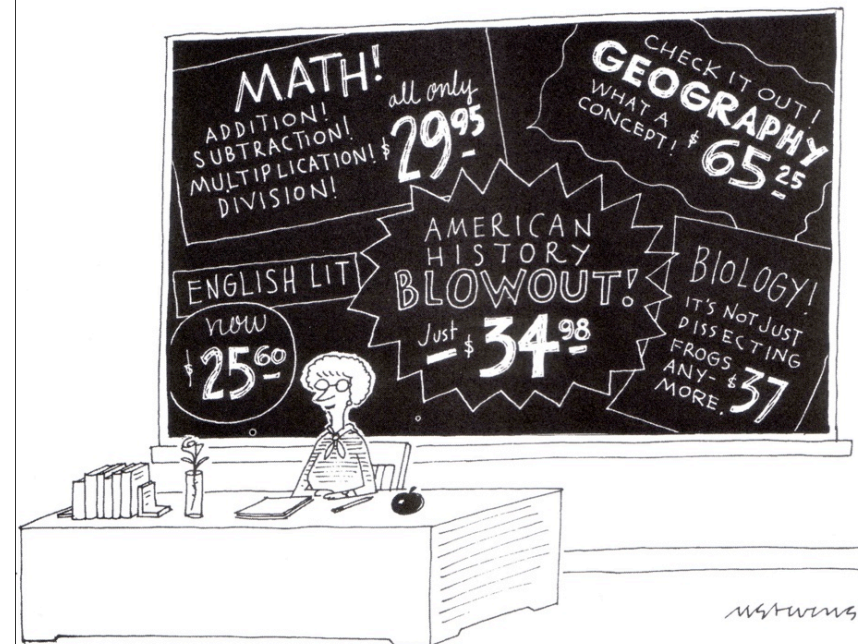


What are some "aha's" you have had regarding differentiating? How do you see yourself creating meaningful lessons for your students?



Common Questions/Concerns from Last Time

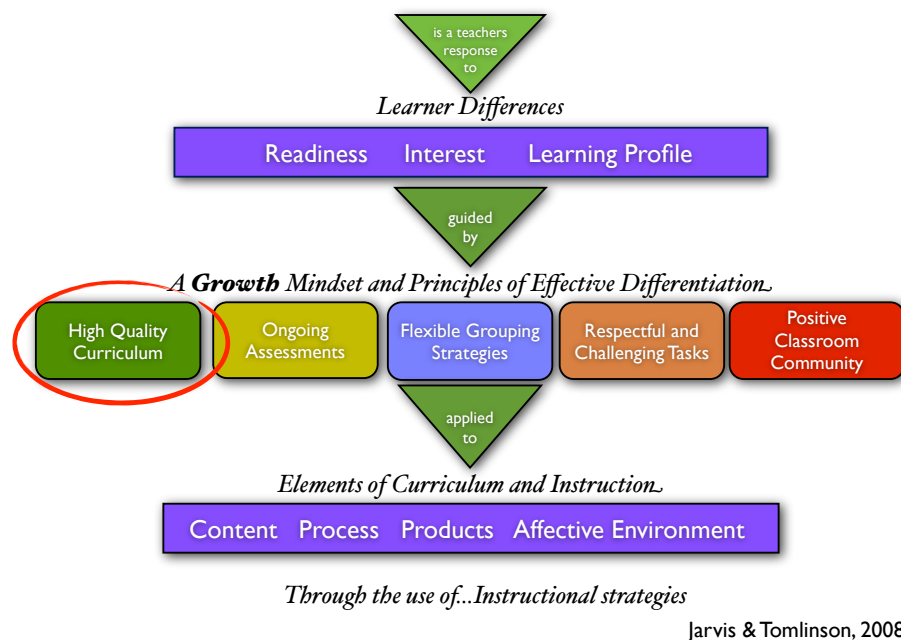
- What does a differentiated lesson look like?
- Still confused between an "understanding" and a "know"
- I feel differentiation is just about pleasing the kids...shouldn't it be about learning?
- Would like to move faster...



Where we are going...

- February 17, 18: Ongoing Assessment
- March 10, 11: Reflections on assessment, Tiered Lessons, writing a differentiated lesson plan
- March 24: **Reflections from teaching a differentiated lesson**
- April 14: Hands-on workshop 1
- April 28: Hands-on workshop 2
- May 19, 20: In-depth look at differentiating for interest, learning profile, readiness
- June 9: **Reflections from teaching a differentiated lesson.**

Differentiation



Are These Knows, Understands, or Dos? Based on New York Learning Standards.

- **ENGLISH**
- **An author's voice reflects his/her perspective.** UNDERSTAND
- **Point of view refers to the authors choice of narrator for his/her story.** KNOW
- **Project the student's voice into his/her work through reflective interpretation of prior events** DO
- **MATH**
- **Apply geometric properties and relationships, including the Pythagorean theorem.** DO
- **The formula for the area of a triangle is $(\frac{1}{2})bh$.** KNOW
- **The dimensions of a figure exist in an interdependent relationship with the figure's perimeter, area, and volume.** UNDERSTAND

Are These Knows, Understands, or Dos? Based on New York Learning Standards

- **SCIENCE**
- **Design an experiment in which one variable is manipulated over many trials.** DO
- **An experiment is a structured test of an hypothesis.** KNOW
- **The accuracy of evidence determines the reliability of conclusions** UNDERSTAND
- **HISTORY**
- **Formulate historical questions and defend findings based on inquiry and interpretation.** DO
- **Exploration and colonization result in the redistribution of population.** UNDERSTAND
- **The Middle Atlantic region of the United States was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity.** KNOW

Social Studies, 8th Grade

- Know: Facts about music, people, lifestyle, economics of the 1920s
- Understand: Students will understand that learning about the people and places of the past impacts our understanding of events today.
- Do: Communicate understanding of 1920s
Identify the music, people, lifestyle, and economics of the 1920s

LA, 5th Grade

- Know: How to write a biography, definition of biography
- Understand: Students will understand that biographers write about role models.
Essential Question: Why do people read biographies?
- Do: Write a biography of a role model
Research a role model

LA, 4th Grade

- Know: What is a main idea, how to identify a main idea
- Understand: Students will understand that identifying the main idea helps us to understand what we read as well as what we write.
- Do: differentiate between details and main idea in a piece of writing, identify the main idea in a piece.

Evaluating your Experience

Below is a link to ASCD's online Professional Development Feedback Survey. We encourage all participants to complete the online evaluation within the next ten (10) days. All responses will be anonymously reported to ASCD.

http://surveys.ascd.org/wsb.dll/4/capacity_building.htm

Thank you for taking the time to honestly evaluate the program. The results we receive help us to improve the quality of services you receive

